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ABSTRACT

Countries of Central and Eastern Europe already developing model standards in the framework of restructuring their education systems have been chosen to develop model standards for other countries. To compare the standards being developed in these countries, a system of indicators must be developed. The most important indicators are as follows: system approach, curriculum, capacity of the system, financing, teachers/trainers, understanding of "vocational," parity esteem, "productivity" of the system, and acceptance with employers. Each country copes with the standards issue in a specific manner within the framework of their national programs. The professional model that has been proposed as a useful approach for the formulation of qualification standards contains three essential and two additional components. Some trends accompany vocational education and training (VET) standard development: general incompatibility of VET tracks and of standard development with the standards in EU countries; gradual differentiation of education systems; and development in the target structures. Results of questionnaires to obtain information on steps carried out in the field of standard development in countries of Central and Eastern Europe indicate that they mostly define VET standards with acts of law and find the methodology for preparation of the standards most helpful. (Some survey results are appended.) (YLB)

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To the European Training Foundation (ETF), Turin

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STRATEGY AND AIDS FOR THE IMPLEMENTATION OF VOCATIONAL STANDARDS

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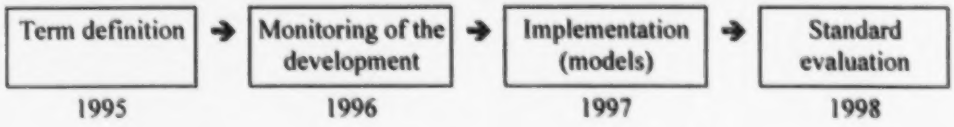
Final Report of the Subgroup C Meeting: Strategy and Aids for the Implementation of Vocational Standards

1. BACKGROUND INFORMATION

Subgroup C of the European Training Foundation Advisory Forum, Turin began its activities in 1994. In 1995 its work focused on the basic definition of standards, in 1996 on the theory of standard development and definition of partners responsible for the content and development of standards.

As recommended by the Advisory Forum, the Subgroup work runs at a parallel with Standard 2000 which focuses on practical implementation of the results achieved by Subgroup C, bearing in mind the specific needs and conditions in each country.

The individual tasks are being solved according to the following chart:



The implementation of standards is the main task of Subgroup C in 1997 and this task was set up by the plenary meeting of the Advisory Forum.

The Advisory Forum of the Subgroup C defined standards as follows:

Standards are structures of the order of VET. The Advisory Forum of the ETF Subgroup C defines standards as :" General description of working tasks, which have to be practised within the framework of the relevant profession, as well as presentation of the appropriate knowledge and skills". The functions of standards can be: National recognition of qualification, assurance of quality, guarantee for transparency, comparability of leaving certificates, guarantee for adequate wages and salaries upon entry into the profession. Standards should have legal status, the area of application should be nation-wide, all relevant groups should be involved, the state should be the controlling body.

The concrete tasks of Subgroup C and its work orientation were discussed at the common meeting of chairmen and representatives of the ETF held on 11-14 November 1996 in Turin. These tasks were set out into individual steps at the work meeting of the Forum on December 16,1996 in Prague.

The work of Subgroup C was supplemented by a questionnaire research which focused on the concrete condition of vocational standard development in the individual member countries as well as on the scope of co-operation and participation of state and non-state institutions and unions of employers and employees. The expert of Subgroup C, Mr. Tkalec from Slovenia was entrusted with the preparation of a questionnaire.

The chairman of Subgroup C together with three experts from LET, UKR and SLO developed four VET-standard examples in one profession in the service areas, including the methodology of standard development. These examples are based on the model approach (see the 1996 Subgroup C Report) and were distributed to all members of Subgroup C. They can use them as an implementation model in their countries according to their national priorities.

Ten Phare-VET programmes are concerned with vocational standards and curriculum development. **The first stocktaking of these activities** was made at a common workshop held immediately after the Subgroup meeting in Prague. Beside the Subgroup C members, country representatives of the programme Phare, curriculum experts and managing staff of the ETF also participated in the workshop. Another goal of the workshop was to start with cross-country evaluation of Phare programmes with the standard and curriculum development components.

Pilot Project Standard 2000 was divided into the following sub-activities:

- development of model standards in the agreed branch of training;
- discussion on the models at the Subgroup C meeting;
- a common workshop between Subgroup C members and VET programme experts/representatives (26 March 1997 in Prague);
- the establishment of a Standard Development Team (SDT) which will evaluate the different on-going and future activities (first meeting is planned for June 1997);
- country specific projects;
- dissemination of results.

The Standard Development Team will determine the main procedure for the implementation strategy of vocational standards in the country specific projects, evaluate the various proposals within the framework of the country specific projects, help, advice, monitor and support country specific projects in Tacis countries and should be also a guarantor for the individual proposals. Subgroup C nominated 5 persons for the Standard Development Team. The SDT is composed of two representatives of EU countries (Mr. Dercksen (NL), Mr. Schmidt (D) and of two representatives of the Phare countries (Mr. Janyš CR, Mrs. Joma (LET) and one representative of the Tacis countries (Mr. Simark UKR).

Country Specific Projects

Each partner country which is represented in Subgroup C and which does not already have a relevant standard development project (i.e. Kyrgystan, Azerbaijan, Mongolia, Russian Federation, Ukraine, Moldavia and Macedonia /FYROM/) will propose a project

to the SDT in close co-operation with responsible authorities in their countries. It will focus on the implementation of a standard in one area in order to develop an appropriate methodology of standard implementation. Subcontractors should follow the model approach and requirements in developing standards. Subcontractors may be members of Subgroup C and should be involved in the organisation in their countries which is either affected by the actions or capable of carrying them out effectively so that concrete results are obtained. If the respective Subgroup C member cannot fulfil this requirement, he or she will be asked to nominate a capable person in their country to take over the role of subcontractors.

The second phase of the implementation process is planned for 1998 with the submission of the standard for an official decision, the adoption and enactment of the competent ministry, the testing and evaluation of the standard, the advanced training of teachers and instructors as well as compilation of teaching and instruction materials, the final version of the standard and the broad implementation for the purpose of the analysis of practical usefulness (evaluation and modification).

The partner countries in Subgroup C which have a relevant project in their country (Czech Republic, Latvia, Bulgaria, Romania, Lithuania and Slovenia), provided the Subgroup members with an overview of their systems and reported and the experiences gained from implementation. The results will be made available to all members.

2. MODEL STANDARDS OF VOCATIONAL EDUCATION AS A MODEL FOR IMPLEMENTATION IN OTHER COUNTRIES.

The countries of Central and Eastern Europe which have already been concerned with the development of model standards in the framework of restructuring their education systems, or in the framework of some of the Phare programmes, have been chosen to develop the standard examples (model standards).

The model standards or their characteristic elements in the countries which are relatively most advanced in the field of transformation of the VET systems, can also be very easily accepted in the other countries. Transformation has the same mechanisms and is based on the determination of the inner relationship of the individual systems.

The model standards from the field of management and services were selected for the same reason. Subgroup C realised that the solution of vocational standards represents a key issue. By addressing this issue, the ETF contributes to the transformation of the education systems in the countries of Central and Eastern Europe.

In line with these tasks Subgroup C chose the model vocational standards of branches of training in the field of middle and small company management.

The model branch of training **at the third educational level** was selected deliberately. The branches of training at the second educational level (a 3 year training period) can be easily determined and target standards are very well defined in the CEDEFOP projects. Management training activities in small and medium companies is defined above all at the third educational level.

Although there were some very few exceptions, the fact that small and medium enterprise management did not exist in the countries of the former Soviet bloc and had to be re-established was also an important reason for selecting this area. (In the other fields it is a question of technical, technological and economic innovations).

In presenting these models to the partner countries, we tried to stress that **these models represent only an offer.** We tried to follow the 1996-1998 ETF work programme, namely the following items of Modus Operandi:

- no-one system of vocational education and training is preferable to another
- the partner state systems are infinitely varied and the Foundation's work must be tailor-made and flexible to accommodate such variation - including both „top down" and „bottom up" activity.

The developed models of vocational standards have been offered to the other countries (represented in Subgroup C) for implementation. They can use these standards as a whole or their certain parts or only their outcomes.

2.1. Characterization of the Model Vocational Standards

The structure of VET model standards is based on the conception of standards which was defined by Subgroup C in 1996 and approved by the ETF plenary meeting.

Description of the Situation

The concept of the development of vocational standards ensures the conditions for fulfilling **three demands.** Vocational standards always involve three circles of goals:

1. **General education goals**
2. **General vocational goals**
3. **Professional target requirements**

1. **General education goals** are always drafted in outline for the entire educational level (e.g. for the 3rd level of education ending with the Maturita (A levels or school-leaving) examination)
2. **General vocational goals** tend to define the cluster of branches at general level (e.g. building industry, mechanical engineering, agriculture etc.)
3. **Professional target requirements** tend to define a training branch, i.e. for one or several related jobs.

Professional standards mean a form defining the professional requirements (listing professional activities or work operators, pin-pointing the key educational area necessary for mastering these activities or skills etc.)

See Figure 1 and Figure 2

2.2. Common specifics of the VET standards in the countries of Central and Eastern Europe (resulted from the 4 models comparison and from discussions)

- **The major role assigned to educational objectives** is characteristic for the definition of the objectives of vocational education in the Central and Eastern European countries. Therefore, besides pure **professional standard,** the objectives of vocational education include also the **educational standard**. This situation, somewhat unusual for EU countries, proceeds from the tasks of secondary education in the countries of Central and Eastern Europe. Mostly due to political and economic reasons, in the educational systems in these countries **the completion of the general education has been postponed until during secondary education.** This tendency, currently understood rather as a boost for general education has survived **to give rise to very specific aspects in these systems.** Another cause why the completion of general education was postponed only until at the secondary education stage was due to the shorter education cycles of the schools providing primary education (8 or 9 years). Nowadays, the difference is slowly being offset. In the countries of Central and Eastern Europe, the primary education is getting longer and changes in the educational systems in EU countries often result in boosting the component of general education.
- For the countries of Central and Eastern Europe, the prevailing **'scholastic' concept of vocational training** is characteristic. The concept is based upon a high proportion of theoretical education, which goes beyond the general education mentioned above. The share of basic vocational education is significant and is intended to secure higher flexibility of school-leavers in case they change jobs later in life. The school training involves fifty or more per cent of time dedicated to training for the future profession.
- **The state continues to exert a strong influence in the educational structure, and its form and content,** particularly in countries with a high proportion of state sector in the national economy. Often, this influence is related with the generally low activity of employee and employers organizations which so far have failed to build their proper positions in the social partner structures in these communities.
- In the process of design of the model curricular programmes, it has shown that the national educational concepts and their initial educational structures are strongly affected by **the national traditions and experiences**. These traditions tend to be spontaneously reflected in the educational systems even after decades of efforts for strict centralisation and supra-national effort for unification which were characteristic of the former COMECON countries.

- **The educational systems and curricular policy used to be unified to a major degree** in terms of both the concept and methodology throughout the Central and Eastern European countries. In the early 90's, after the disintegration of the Soviet Union and the political changes in its satellite countries, the education systems in these countries were characterised by identical management control and certification methods and also their educational structures used to be very similar. The professional goals, defined predominantly in terms of profiles of graduates were very similar too, they differed only in the technological and economic standard of the individual countries.

- The changes of educational structures and of their professional objectives went hand in had with the changes of the political systems in the countries of Central and Eastern Europe. Generally, it can be observed that the dynamics and scope of changes in the different countries are correlated to the dynamics of changes in their economical structures. The formerly comprehensive vocational education systems have started to differentiate. In this process, these decentralisation tendencies are the most apparent in countries in which the position of the state in the control of the national economy has significantly decreased.

3. Possibilities for Comparison of the VET Model Standards with the Standards Used in EU Countries

The possibilities for comparison of the standards which were developed in the Czech Republic, Slovenia, Ukraine and Latvia with the standards used in EU countries were discussed in Subgroup C. Subgroup C reached the conclusion that the European standard for this comparison, as well as relevant conditions do not exist. The VET system and its vocational standards are very different in the individual countries, that is why this comparison can only be made using standards developed in two countries but such a comparison is insufficient from the qualitative point of view.

On the contrary, the education systems in the countries of Eastern and central Europe were unified before their transformation took place. Two VET models (German and British) which are built and realised under two different principles, were chosen for the comparison.

If we want to compare the different systems, we must also take into account the legal status. In Germany there is a legal status. If some company decides to train, it must conclude a contract with a trainee and then it must follow the legal requirements. The companies are not forced to train but if they decide to do so, they must follow a specific curriculum and standard. In England there is no legal status but the government backs the NVQ system. The Training and Enterprise Council and the NVQ receive modules for testing. A test forms a specific part of employment.

Authorities combine main features from the private and state industry sector. They are regulated by managers from industry and the use of NVQ makes it an instrument of the labour market.

Another issue which can be addressed is the issue of certificates. Certificates are issued in Germany but not in England. As far as assessment is concerned, in Germany a national examination is taken at the chambers and is required by law, whereas in England there are a lot of different institutions which conduct such an examination or tests or assess specific knowledge and skills.

As regards qualifications, these are federally recognised in Germany and are represented by a public certificate. When rated in accordance with European levels, they are rated under level 3. If we take NVQ, there are 9000 modules covering all levels. The highest is the university level, the lowest is the unskilled worker. It means that the modular system covers all the levels that we know. When we take into account one specific field, for example management in marketing or marketing, we can distinguish 5 different levels of qualifications according to the requirement of specific modules.

In Germany the rules are determined by means of a curriculum including description of outcomes. BIBB in Berlin together with employers and Trade Unions are responsible for this issue. In England the rules are determined by the Centre for Vocational Qualification and this provides the economy with modules that are developed by experts, mostly on the part of employers.

To compare the standards which are being developed in the countries of Central and Eastern Europe, it is necessary to develop a system of indicators which must answer a great number of questions based on the comparison of the aforementioned two systems. The most important indicators can be formulated as follows:

1. **SYSTEM APPROACH**

- school based
- work and school based
- school based with work experience (internship)
- work based with some theoretical courses

2. **CURRICULUM**

- duration : years, semester, weeks/year, lessons/week)
- authors: government, government/social partners, government/other partners/ experts
- contents: aims, subjects, tasks, testing etc.
- assessment: method, kind of qualification etc.
- admission: open, admission requirements etc.

3. **CAPACITY OF THE SYSTEM**

- institutions (infrastructure): schools, training companies, training centres
- students or trainees: how many students/trainees can be/are educated/ trained?

4. **FINANCING**

- who pays for what

5. **TEACHERS/TRAINERS**

- professional preparation
- performance assessment
- pay scales

6. UNDERSTANDING OF „VOCATIONAL"

- Narrow/broad basis enriched with academic subjects
- skill, skills and knowledge, skills, knowledge, overarching capabilities or „key competencies"
- low/high number of vocational tracks or occupational lines

7. PARITY ESTEEM

- compared with general /academic education
- vocational education credit
- access to higher education

8. „PRODUCTIVITY" OF THE SYSTEM

- number of students/trainees
- percentage of an age cohort of school
- leavers entering/leaving the system
- drop out

9. ACCEPTANCE WITH EMPLOYERS

- Is the qualification being asked for on the labour market?
- How many students/trainees become employed in their occupation
- after completing vocational education ?

Finally we can answer the question the vocational standard comparison as follows:

We are able to compare only processes but we are not able to compare systems.

4. COMMON CHARACTERISTICS OF THE PHARE PROGRAMS (CONCLUSIONS FROM THE WORKSHOP PAPERS)

The papers presented at the workshop show that each country copes with the standard issue in a specific manner within the framework of their national programmes.

There are differences only in **the scope of projects** ranging from projects with model standards including only certain components of VET verified at several pilot schools, to the projects of the system approach for certain types and levels of vocational education (for example technical and economic lyceum (grammar schools) in Poland).

A distinct transition from the subject arrangement of the curriculum towards the module one is the characteristic feature of many projects. The trends considering modules as **a rounded target professional structure** and trends considering modules as a means for **the development of the vocational education** structure strongly contrast with this aforementioned feature. (We consider those modules to be building blocks from which alternative educational routes may be constructed).

The different solution of the Phare projects is influenced by foreign experts and their contribution to the projects and by the subsequent great compatibility with the traditional education systems and with the national traditions of the individual countries.

4.1. Assessment of the Phare programmes

When we take into account standards, it is necessary to distinguish input and output standards. Input standards regard what is put into the educational process. Output standards regard what the students are expected to learn. This might regard general educational goals, as well as vocational goals.

Three functions of standards may be distinguished. The main function of standards is to ensure links between vocational training and the economic sectors in which participants should find work after their training.

The second function is to ensure the compatibility of different diploma's/certificates within a country.

The third function of standards could be to provide qualifications which are recognisable in member states of the EU.

1. At the workshop we came to conclusion that different links to national labour markets are institutionalised. In the Czech Republic a vocational education institute plays a vital role. In Latvia the model is co-operative education; trainees receive part of their training in companies. In Slovenia there are elaborated procedures for description of occupations, which are the basis for curriculum development.

2. In some countries, the standards which have been developed in Phare projects fit into a national qualification structure. Consequently, specific diploma's/ certificates are comparable to other diploma's/certificates. Examples of such countries are the Czech Republic, Lithuania, Poland and Slovenia.

3. The third function of standards that they may serve the comparison with vocational standards in EU-countries. The Czech Republic has paid a lot of effort to make their standards comparable to the CEDEFOP job description in EU countries. This also applies to Lithuania. In Romania this is a long-term objective. It is important to stress that comparability is not the same as similarity. All countries should have their own standards fitting to their national labour markets and their educational systems.

Qualification standards may be developed bottom-up (by schools and/or industries) or top-down (by the state and/or bi- or tripartite institutions). In many countries there is a mixture of bottom-up and top-down procedures. At the workshop was recorded that the Phare projects have a function which is more or less similar to the function a national government may perform. Especially in the Baltic States, the Phare projects helped to develop standards which are implemented in pilot schools. Furthermore, these schools also added to the development of the standards. So, these countries provide good examples of the mixture of top-down and bottom-up procedures.

On the other hand, Slovenia has a top-down organisation in which the state as well as business organisations are involved. Bulgaria also has a very centralised system. It is necessary to say that in some Phare projects standards have been developed without extensive involvement of employers and employees organisations (for instance in Poland). This might be called a weak spot, because it is very difficult to develop standards that fit to the national labour market, without involvement of labour market parties.

In Subgroup C the so-called Professional Model for qualification standards as a useful approach for the formulation of standards has been developed This model contains three essential components as well as two additional components.

The essential components are:

- initial requirements or pre-requisites: In Subgroup C there was a general agreement that the initial qualification is principally the school-leaving certificate at the end of period of compulsory education (this may be at the age of 14,15 or 16);
- description of courses: this includes length of training, requirements with regard to contents and structure of training (class-system, modularised system, dual system, coop system, etc.);
- examination standards: At the meeting of the Subgroup C Mr. Schmidt explained that the core of a standard is the examination requirement.

The two additional components are:

- educational tools: textbooks, IT, multi-media etc.;
- qualification of training personnel.

In all Phare projects initial requirements have been specified including the length of training, the structure of training and the contents of training. Of course, every country does it in its own way. It is not evident if all Phare projects pay much attention to the specification of examination requirements. This is important, because it may help to discover what students should really learn to know and do. Furthermore, thorough examinations may guarantee employers that students know what they should know and may do what they should be able to do.

With regard to the additional components of our Professional Model, it has been noticed that some Phare projects pay attention to educational tools. For instance, in Latvia and Estonia attention is paid to IT as a tool of learning. Poland pays attention to active methods of learning. As far as the training of teachers is concerned it is a part of the Phare project in Latvia.

It is possible to arrive to the following conclusions:

- In many countries the linkage of standards to the needs of the national business environment deserves more attention. This linkage might be ensured by tripartite structures, as well as by expert organizations.
- A lot of countries experiment with a modular structure. A modular structure is a mean to reach educational goals. It is quite evident that relation between standards (the goals of vocational education and training, VET) and modules (a mean to provide education) deserves more attention.

- The Professional Model which has been developed by Subgroup C might help all countries (including EU-countries) to evaluate their proceedings in VET. The model requires (so to speak) attention to the question whether initial requirements have been specified, whether the courses have been adequately described and whether examination requirements have been specified. This model also demands attention for educational tools and training of teachers. Consequently, all countries may benefit from comparing their system with this Professional Model.

Subgroup C has paid a lot of effort to get an understanding of the relevance of standards and how standards may be developed. Our result was the Professional Model. A more or less logical consequence of this effort would be to continue our work by addressing the question how to evaluate standards.

5. FROM IMPLEMENTATION TO EVALUATION (RECAPITULATION AND RECOMMENDATION)

Discussion at the Subgroup C meeting as well as at the workshop confirmed some general trends which accompany the development of VET standards :

- **The general incompatibility** of VET tracks and of standard development with the standards in EU countries has been confirmed. The reason for this is the fact that the systems of vocational standard development and their outcomes cannot be unified even within EU countries. It is the process of the development that can be made compatible and not the systems.
- The changes in the political and economic systems of the Central and Eastern European countries have also resulted in many changes in the VET systems and their outcomes. The individual comprehensive education systems, formerly very close and similar in concept and content, have **gradually begun to differentiate.**
- In many countries the changes in the education systems and educational goals are reflected in the newly structured vocational standards. A distinct development of the goals of vocational standards towards the goals of VET can be recorded in the individual EU countries. This **development in the target structures** is evident in all countries regardless of their political and economic system.
- **Unclear terminology** presents a restrictive factor. This problem could be very clearly seen at the common workshop where very often experts had to seek a common language.
- At the Subgroup C meeting, as well as at the workshop, it was stated that European co-operation can benefit from the discussions of experts. These discussions contribute not only to the explanation of the individual terms and to their understanding, but also influence the views of experts.

A Common Assessment of a Problem Represents the Starting Point of the Common Problem Solution

The evaluation standard can be considered a key problem of **Subgroup C** for the next year. Subgroup C should support the trends in the field of VET in the countries of Central and Eastern Europe. These trends are concentrated on the compatibility of vocational standards with the professional demands upon vocational education in EU countries. The problem, above all, consists of the quantitative and qualitative expression of the requirements which are determined by defined individual headwords in the respective standards (for example by graduate profiles, description of work activities, etc.) It is the evaluation and its criteria that can form a core which secures the comparability of outputs.

We recommend concentrating not only on the evaluation of theoretical and practical outputs from training branches but also on the difficulties to determine competencies of graduates, (key competencies), e.g. capability of learning, thinking, evaluation, communication, co-operation, team work, adaptability and flexibility.

6. QUESTIONNAIRE RESEARCH

A questionnaire research (see Annex 1) was used to obtain more information on the steps carried out in the field of standard development in the countries of Central and Eastern Europe /considering the steps between initiative (application, commissioning) and final analysis of practical usefulness (evaluation, if necessary adjustment)/.

The questionnaire was sent to all Subgroup C and to some other chosen countries. The number of countries from which answers were expected was 26; the international organisations invited to participate in Subgroup C were not taken into account. The list of the countries which have participated in the questionnaire is in the Annex. The questionnaire was mostly completed by persons dealing with VET standards on a national level. Since there were some multiple answers to the questions, the total amount of answers exceeded the number of countries participating in the questionnaire research. Therefore the column-graphic presentation is just to show how many times a particular answer was chosen.

The questionnaire research on the implementation of the occupational standards in European countries consisted of three parts.

In the first part we wanted to find out whether preparation measures and implementation of the standards in the countries were taking place on a national/regional level. The questions asked were whether social partners were participating in the preparatory measures of occupational standards which were the responsible Ministries, who was responsible for the preparation of occupational and educational standards and what professional documents were being used. Special interest was also paid to the revision of proposals before their confirmation and implementation by the competent Ministry.

The second part was focused on the preparatory measures, the content, the process of the confirmation and implementation of the educational and training standards. The question if the educational and training standards in the country are more based on the "professional" model or on the certification of the qualifications was not explicitly stated. The question about the professional preparation of the educational and training programmes and the question about the involvement of the social partners in the discussion about the educational and training programmes, were exposed.

In the third part the fundamental attention was paid to the question about the evaluation of the VET standards. The questions about the objectives of the evaluation and the question about the existence of the relevant estimation of the standards from the labour market. The final question was related to the main problems at the implementation of the standards and the kind of help they expect from ETF.

Results of the questionnaire

Initiative, review, formation of the development team, development process, adoption

Q1 Is the preparation of vocational standards regulated by a definite legislation act?

The aim of this question was to find out, whether the occupational education and training is regulated with special law or whether it is included in the legislation which regulates also the common education and training.

The preparation of the vocational standards is regulated by a definite legislation act in most of the countries, with the exception of Lithuania, Estonia and Denmark. The preparation of the vocational standards in the Western European states is mostly regulated by law of vocational education and training (Netherlands, Germany, Austria) in comparison with the most Eastern European states, where the regulations are mostly determined by general education acts (Macedonia, Czech Republic, Poland, Latvia, Moldavia, Russia, Bulgaria).

Vocational education and training is included in common legislation for the area of secondary education and training in most of the East European countries, what leads us to the conclusion that the state have the leading role in the regulation of the VET and that the employers and the employees are involved in a large number of cases indirectly on the level of carrying out the vocational education and training.

Q2 Who gives initiatives for the preparation of the new/changed vocational standards?

The Questions Q2, Q3 and Q4 are related.

There is a number of institutions in most of the states, where the initiative for the preparation of new/changed vocational standard can be started, Ministries (14 states), employers' associations (11), employees' organisations (5), vocational schools (7) and other institutions and expert bodies. There are also some states with only one possibility (Netherlands, Denmark).

The initiatives, given for the preparation of new or changed VET standard are coming mostly from the Ministries - fare most from the Ministry of Education, but also from the Ministry of Economy - from employers Unions and from expert groups. In the East European countries the Economy Chambers, with the compulsory participation in all economy subjects have a long, important tradition; therefore in Macedonia, Czech Republic, Poland, Lithuania, Slovenia, Estonia, Hungary, Moldavia and Bulgaria the initiative comes from them too.

Q3 To whom the initiatives for the preparation of VS are addressed?

Q4 Who takes decisions about the initiatives for the preparation of the VS?

In most of the states, the initiatives for the preparation are further given to the Ministry of Education, with similar ways of taking the decisions.

The competence for the decisions about the preparation of the VET Standards is mostly given to the competent Ministries (mostly to the Ministry of Education) but very often Chambers (in Luxembourg, Czech Republic, Latvia, Hungary, Austria and Ukraine) participate at this stage of decision making. Only in Lithuania is the decision, is completely in the hands of the Ministry of Education.

Q5 Who is in charge of the VS preparation?

The tendency of the procedures that follow is more and more to the education and training and to the field of expert work. The answers are very spread and they show, that in most of the countries the professional institutions are preparing VET standards, and the expert bodies or groups in Netherlands, Luxembourg, Lithuania, Estonia and Bulgaria, but it is unfortunately not in all cases clearly stated who they are consisted from. We can assume with certainty that in Luxembourg, Czech Republic, Germany, Latvia, Slovenia and Austria the expert bodies or groups are consisted on the basis of the social partnership. This should also be the principle within the expert groups for the preparation of the VET standards.

Q6 Who are the members of the expert development team?

In this question we focused on the involvement of social partners from area of work into direct expert work of the development of the VET standards.

The development groups in most of the countries are very heterogeneous, mostly balanced among social partners. The employers representatives are present in 17, the representatives of schools in 16, the representatives of the institutes in 14, representatives of Ministries in 13 and the representatives of the unions in 10 states. Independent experts are more present in East European countries: Macedonia, Czech Republic, Poland, Estonia, Hungary, Bulgaria, Mongolia and among West European countries in Austria.

Q7 Which are the elements defining the VS?

VET Standards are in different countries defined in a different way. We wanted mostly to figure out if the VET standards enable the communication between the area of work and the area of education and training.

We found out, that the common denominator is the training part of the occupational qualifications, but the majority include also the elements of the system of work like the demands of the labour market (Netherlands, Macedonia, Moldavia), the descriptions of work (Poland, Slovenia, Bulgaria), the level of proficiency (Lithuania, Slovenia), the occupational profile (Austria, Ukraine). It was also noticeable, that in West European countries are more frequently included also the demands of the (final) exams. The disunited understanding of the individual terms shows the need for the united terminology, what would finally make possible the real comparability of the VET standards.

Q8 Which professional bases are used in VS preparation?

The preparation of the Vocational Standards is resulting in the usage of different professional bases, most often the surveys of existing occupations (12), documents of the international organisations (12), labour market analysis (11), vocational standards prepared in other countries and analysis of professional fields (9).

For the basis of the data the most of the groups for the development of the VET standards use the existing data of the occupations on the labour market, but quite often also the documents of the international organisations and the VET standards of other countries. We think, that this process should be examine in more details and that its tendency should be the common denominator which will enable the comparison.

Q9 Are the VS preparations proceeded by the elaboration of special expert studies?

As it was expected the bases for the preparation of the VET standards in most of the countries are the existing expert studies. The negative answer were received only from Luxembourg, Lithuania, Estonia and Ukraine. The research works are mostly made on the work system, usually on the specific branch of economy, in some cases also on the branch of training. But unfortunately the question didn't allow the differentiated answers about the modernisation of the existed VET standards or about the development of the new ones.

Q10 In case they are, which are the institutions preparing them?

The expert studies for the development of the VET standards are mostly prepared by the expert groups or bodies (in 15 states) and/or in professional institutions (10 states). In some countries the frequent carriers of the expert studies are the performers of the education and training (Macedonia, Czech Republic, Poland, Lithuania, Denmark, Moldavia, Russia, Bulgaria and Ukraine). More rarely these are social partners from the area of work (Poland, Germany, Lithuania, Slovenia, Moldavia and Austria), so it seems that in this phase of the preparation of the VET standards the area of education and training is predominating.

Q11 Who is in charge of the verification of new/changed standards?

The verification of the VET standards in 11 countries are under the responsibility of the Ministries, mostly the Ministries of Education, in 8 states the Institutes for vocational education and training. Most of the answers show that the situation is different in West European countries; in Netherlands the VET standards are verified by the expert bodies, in Luxembourg there is no specific institution, in Germany and Austria they are verified by the organisations of social partners, in Denmark by the partners Trade Committees and only in Sweden by the Ministry of Education. We can conclude, that in the West European countries the verification is less in the hands of the Ministries and that the role of social partners is more important. In East European countries the verifications is more in the hands of the government institutions and the majority of decisions are on the national level.

Q12 Has the revision of the proposal of the new/changed VS been carried out?

The answers on the question about the revision of the VET standard are very spread. Some of the interesting answers are: in Netherlands - the schools for the first generation; Czech Republic, Germany - appointed representatives of the social partners. Eight states answered this question with No or Not respondent.

Q13 Who passes the changed VS into the official procedure of verification?

Q14 Who defines VS?

The implementation of the new / changed VET standard into the official procedure of the verification and for the decision about the VET standards is mostly the responsibility of the Ministries, what was also expected. They are mostly the Ministries of Education, but also the Ministry of Labour or the Ministry of Economy (Poland, Germany. Lithuania, Slovenia, Moldavia, Austria and Bulgaria). This can lead to the conclusion of the trends of the carrying the centre of the decision making from the educational and training sphere to the area of work, what could also lead to the better connections between the labour market and the vocational education and training. This is certainly the aim of the future development of the vocational education and training.

Enactment - Educational and training programs in vocational training and education

Q15 Are the VS that have been passed, obligatory on the national level?

With the questionnaire we wanted to find out, if the standards in the vocational education and training are in accordance with the social partners demands; become unified towards them, compulsory for vocational education and training (schools and others). The answers show, that the standards are compulsory in the most of the countries on the national level for all schools, mostly for the schools (also private) in the public school network and are financed by the state. In Germany the standards are compulsory also for the enterprises involved in the process of vocational education and training.

Q16 Who is in charge of curriculum design on the basis of VS?

The practice of some countries of Central and Eastern Europe, considering the preparation of educational and training programs showed, that either they develop the curricula in professional government institutes, either they have special departments in Ministries of Education to develop the educational and training programs. In Germany is the part of the curriculum, which refers to the practical training in enterprises, made in Federal Institute for Vocational Education and training. The part, which refers to the vocational schools is in Germany determined from the Conference of Ministries of Education and in Austria in the domain of the Ministry of Economy or competent Ministries. In Austria is for the curriculum beside the Ministry of Education responsible also the Ministry of Economy. Special case is Denmark with the special framework, which consists from the trade committees on the national and sectorial level, where the standards are totally defined.

In many countries are involved in the preparation of the curriculum independent expert groups and school representatives. Curriculum in vocational education and training is definitely in the hands of the government.

Q17 Which content scopes form an integral part of the curriculum?

We also asked about the contents of the educational and training programmes in vocational education and training. In all countries it was stated that the programs give common general knowledge, in most of them that they give common vocational and professional knowledge and basic vocational knowledge. Graduates are in most of the countries also getting specialised vocational knowledge, in Germany even special knowledge and skills important for the enterprises. In Austria the dissemination of the key qualifications is part of the curriculum, in Denmark optional subjects chosen by the pupil in regard to his special trade. From the answers we can also conclude, that the graduates, after they finish their vocational education and training are ready to enter the labour market and to start their occupational work, because they have common general, basic vocational and special (practical) knowledge and skills.

Q18a To whom is the curriculum passed for professional discussion?

Q18b Who passes the curriculum into professional discussion?

Educational and training programmes are discussed in employers and employees associations, expert groups at the Ministries of Education, vocational schools, regional Ministries, etc. In Slovenia were established curricular boards for the individual branches or activities (health care), which propose the educational and training programs to the National VET body. There is no unified approach to this matter.

Q19 Who defines the curriculum design?

The educational and training programs is in most of the countries confirmed by the Ministry of Education. In Netherlands, Germany, Slovenia, Hungary and Sweden the programme in National VET bodies is either finally confirmed, either they propose it for confirmation to the Ministry of Education (Hungary). Final version of the vocational standard is defined by the Ministry of Education or branch Ministries with the exception of the Denmark, where it is defined by the trade committees.

Q22 Who is in charge of teacher and other education providers education and training?

The training of the teachers is mostly in the hands of the state. The responsibilities for it is mostly in the competence of Ministries of Education (16) and only in some cases it is the competence of the schools themselves.

Q23 Who is in charge of the conditions for the curriculum implementation?

Following the model approach of the implementation of the standards in the vocational education and training we wanted to check, if the standards are compulsory tested in beforehand. Compulsory implementation of testing of the educational programmes is regulated in 8 countries, but most of the countries are regulating the implementation of the training programmes with the regulation of the training of the teachers, methodical - didactic instructions and the equipment.

In Germany the special materials for experimental implementation of the training programmes, made by the Federal Institute for Vocational Education and Training and the employers and employees organisations, even though the experimental implementation is not regulated.

Q24 Are the forms of curriculum implementations regulated through legislation?

Q25 In which way the achievement of VS is followed? Is the evaluation procedure internal or external?

Final version is defined with regard to the achievement of the educational and training objectives, what is proved with the evaluation of the training programmes after the end of the experiment, that is on the basis of the evaluations prepared by the experts, Institutes for Vocational Education and Training and are accepted by the Ministries or national bodies for vocational education and training. The achievement of the standards in vocational education and training is measured mostly with the final exam, which can be either intern or extern or even combined. In most of the countries are as the way of testing the knowledge stated also interim exams.

Q26 Who takes final decisions about the introduction of VS?

Q27 Which are the basic criteria for the VS implementation (a shift from experimental to the regular level of implementation)?

Regardless that we were asking about the achievement of the standards in vocational education and training, the answers stated more or less the achievement of the educational and training standards and not the standards achieved at work. Testing the practical value of the standards in total - what is the purpose of the model approach - obviously causes the problem in most of the countries. This can be the result of the lack of the proper equipment, the exchange of the information among the employers and school area and unfinished methods and processes of evaluation.

Implementations and carrying out of the vocational standards

The evaluation is one of the elements of the preparation, implementation and the maintenance of the VET standards. Its aim is to find out the achieved level of the objectives. This is in fact the process of gathering and using the information, which is used at the decision making regarding the curriculum. It can be a single action or a process. Beside the beforehand defined objectives it can also contain the unexpected effects, achieved within the development of the curriculum. The questionnaire included three question about the evaluation of the implementation and the achievement of the vocational standards; which are the countries, where the wider evaluation is really taking place; who is responsible to carry it out and what are the field the evaluation is focused on.

Q28 Has a broader evaluation of VS been carried out?

From the answers we can conclude that in most of the countries the evaluation of at least the most important objectives is made. To be more concrete, the answers on the Q28 show, that from 20 countries the wider evaluation is taking place in only 8 of them. Among the countries with the negative answer to this question is 9 former socialist countries (Macedonia didn't answered), from West European countries the negative answer come from Denmark and Luxembourg.

Q29 Who is in charge of the evaluation implementation?

From the answers on the Q29 we can identify the most frequent carriers of the process of the evaluation. As expected, with the exception of 4 countries, where there is stated to be only one carrier (Poland, Luxembourg, Denmark, Estonia), they include different organisations, mostly professional institutions from the area of vocational education and training (Centres or Institutes for Vocational Education and Training or others professional institutions) as was stated in 11 countries. Then they are the performers of the education and training (9 countries), different research institutions or independent researchers are less represented (Germany, Austria, Hungary, Romania). It is in the hands of the Ministry of Education in Czech Republic, Moldavia, Russia, Denmark. In Lithuania there is nobody yet responsible for this field and Latvia didn't answer this question.

Q30 Which are the basic evaluation aims?

The Q30 was about the aims of the evaluation. The answers show that mostly, with the exception of Latvia with no answer, there are more aims. Most of them are the achievement of the VET standards, the achievement of educational and training objectives, material and personal conditions, the comparability of the VET standards with the standards within EU. The attainment of the vocational standards agreed is the object of the evaluation in 16, the training objectives in 11 states as well as the evaluation of the implementation of the training programmes. On the material infrastructure and on the conditions of the personal is oriented 7 states among them is 6 states in the transition (except Austria), and in the 4 of the states (Estonia, Hungary,

Bulgaria and Russia) is also analysed the influence of the external conditions on the designing and achievement of the vocational standards

We can conclude that in most of the countries the evaluation is the element of the implementation of the VET standards. Mostly it is focused on the evaluation of the achievement of the VET standards, training objectives and some of the conditions at the carrying out the curriculum (training tools and materials, personal). Therefore the majority of the carriers represents the institution and organisations from the area of education and training, there are some exceptions with the institutions of the social partners and independent research organisations. Countries in transition are paying great attention to the comparability of the VET standards with the standards in the EU, so it should be considered about the needs for the identification of the elements of qualifications, to enable the comparability between the countries.

Q31 Are there any relevant analysis about the adequacy of VS for labour market?

Regardless this we can see from the answers on the Q31 that more than half of the countries which filled out the questionnaire are examining the suitability of the agreed vocational standards with the demands of the labour market, what shows that the attention is paid also on their influence to the environment. But there is only 5 countries stated the fields these analyses are involving. In Netherlands, as an example, they examine the efficiency of the employment of the school leavers, in Poland the appropriateness of the vocational education and training to the local needs and in Russia the level of unemployment.

The problems of the implementation of the standards

Q32 What are - according to your opinion - the main problems/deficiencies in preparing and verification of VS?

Q33 What kind of help would you expect from the side of ETF?

Q32 and Q33 were focused on the identification of the problems the countries are facing the most with the implementation of the VET standards and on what kind of help they expect from ETF. The answers show that the problems are numerous no matter from which part of Europe the country comes from. The exception is Netherlands with no problems mention. The most urgent problem is the lack of the expert knowledge (13 states) the lack of the co-operation between the area of economy and education and problems of the social partnership activity (11 states). The countries in transition are facing both of the problems, most of them (7) also with the problem of the financing and the problems of not enough expert materials or the problems because there are no co-operation among different institutions.

In spite of the problems with the designing and implementing the vocational standards, present in almost all of the considered states, is the aid from ETF expected only in the countries in transition. This aid should include the preparation of the unified methodology of the preparation, implementation and evaluation of the vocational standards, education and training of the experts, financing, information exchange, support in mutual verification of the diplomas and the identification of the training needs, all due to the problems they are confronting. Most of the countries showed the need for the co-operation or for the help at the training of the experts and at the acceptance of the certificates.

SUMMARY

In the first part we have got the confirmation that the preparation of the standards in the vocational education and training is in most of the countries defined by the act of law. The exceptions are Lithuania and Estonia, where the new law regulation was introduced. Among the West European countries the vocational education and training in Denmark is the subject of the agreement and contracts between social partners. West countries stated among the most frequent acts the special law of vocational education and training in comparison with the countries of the East Europe, where the regulation is mostly in the law of common education. So we can make conclusion that the countries mostly define the VET standards with the acts of law and more rarely they let the regulation to be on the side of the social partners or the decisions of the government.

The initiatives for the preparation of the new VET standards mostly come from Ministries - and only afterwards from the employers and their organizations, vocational schools, unions and others. The part of employers is relatively small, what can be due to the fact, that especially in the East and Central European countries the employers organisations in the period of recover and they are still, also in vocational education and training, seeking for their identity.

We find important to figure out the place (location), where the initiatives for new or for the change of old VET standards are gathered in most of the countries. Mostly it is in the Ministries, where the decision if the initiative for the VET standard would be given or not is taken, in departments of the government or half-government institutes for vocational education and training. The East or Central European countries rely a lot on the expert groups and much less on the social partners. The consistence of the development groups show that in those teams are fare the most represented the representatives of the employers, teachers and trainers. If we take the structure of the expert development groups for VET standards as a pointer of the social partnership, then there is 10 East or Central European countries, where the social partnership - the co-operation between the employers and employees at the development of the standards - does not exist (Macedonia, Czech Republic, Latvia, Lithuania, Estonia, Russia, Bulgaria, Romania, Ukraine and Mongolia). In the process of the development of the standards most countries states as a basis for the definition of the VET standards the international comparisons and the documents of the international organizations. Two thirds of the countries that fulfilled the questionnaire are using the analyses of the domestic labour market and the analyses of the existing occupations. Only one half of the countries deal also with the analyses of the vocational branches and their development documents.

The preparation of the first draft version of the standards is in most of the countries in the hands of the professional institute, where the expert discussions are made and they prepare the first report as a basis for the revision of the standard before it is forwarded in the process of its acceptance. The propositions are mostly forwarded to the Ministries, but also employers, vocational schools, expert bodies and unions receive them. The discussions are the basis for the revision of the proposal of the standard before it is confirmed by the competent minister (of education, of work). Only in 4 cases the standards are accepted in national body for vocational education and training before they are submitted to the final acceptance to the Ministries.

More defined are the educational standards, what can be seen in more unified answers about the educational programmes (curriculum) in vocational education and training. Curriculum is defined by the state and the state also organise the preparation - directly or in the state institutes for the vocational education and training and take care about the conditions, needed for the implementation of the standard, its experimental testing and wider implementation - after the analyses and evaluations. The question of the evaluation of the standards in the less specified and it is mostly limited on the evaluation of the educational and training objectives, defined with the training programmes.

The help from ETF at the development of the standards is expected only in East and Central European countries. The most helpful they find the methodology for preparation of the VET standards. There are also some problems with the evaluation. The implementation of the standards is dependent from the conditions each of the states together with the social partners can assure. They also find the methodology for the preparation and evaluation of the standards as an important element of the international acceptance of the certificates.

If the states which fulfilled the questionnaire are following the steps and requirements in the development of the VET standards, recommended from the ETF - Subgroup C could not be seen from this questionnaire. The conditions in each state are not the same. If we inspire of this use the model approach as a criterion, then there are only two states, that give the consent to all the questions, Hungary and Slovenia. Close to the criteria of the model approach are also the answers from Austria, Russia, Bulgaria, Sweden and Mongolia, in other countries the answers are more spread. The findings of the questionnaire can contribute to the further development of the standards and mostly to the wider and more efficient exchange of information about the standards in the vocational education and training.

Annex 1

Some results from the survey Strategy and Aids for the Implementation of Vocational Standards

The questionnaires were sent to all Subgroup C and to some other chosen countries from the other groups. The number of countries from which answers were expected was 26. The international organisations invited to participate in Subgroup C were not taken into account. Some of the results from the survey are stated below. Frequencies of responses in particular question are not cumulative due to more answers chosen at each question.

Q 1. Is the preparation of vocational standards regulated by a definite legislation act?

Except for Lithuania, Denmark and Estonia all other states have a definite legislation act.

Q 2. Who gives initiatives for the preparation of the new/changed vocational standards? Responses vary from state to state, also the number of institutions or groups involved. Frequency of the each item is the following:

- employers associations in 11 states,
- trade unions in 5 states,
- expert bodies in 8 states,
- ministries (mostly for education) in 14 states,
- vocational schools in 7 states,
- Institutes for vocational education in 5 states.

Q 3. To whom the initiatives for the preparation of VS are addressed?

In most cases to Ministry of Education

Q 4 Who takes decisions about the initiatives for the preparation of the VS?

In most cases Ministry of Education

Q 5 Who is in charge of the VS preparation?

- Professional institutes in 8 states,
- Expert groups in 10 states,
- Expert bodies in 5 states.

Q 6 Who are the members of the expert development team?

- Independent experts in 8 states,
- Employers in 15 states,
- Trade unions in 9 states,
- Teachers in 14 states,
- Ministries in 10 states,
- Institute for VET in 12 states.

Q 7 Which are the elements defining the VS?

Responses vary but education is the common feature.

Q 8 Which professional bases are used in VS preparation?

- Labour market analysis in 11 states,
- National development documents in 7 states,
- Development documents for individual branches in 8 states,
- Survey of existing occupations in 1? states,
- Documents of the international organisations in 1? states,
- Vocational standards prepared in other countries in 9 states,
- Analysis of professional fields in 9 states.

Q 9 Are the VS preparations proceeded by the elaboration of special expert studies?

Yes in 13 states.

Q 10 In case they are, which are the institutions preparing them?

- Statistical offices in 5 states,
- Employers organizations in 6 states,
- Research institutes in 9 states,
- Universities in 5 states,
- Education providers in 9 states.

Q 11 Who is in charge of the verification of the new/changed standards?

- Expert bodies in 6 states,
- Ministries in 9 states,
- Institute for VET in 8 states.

Q 12 Has the revision of the proposal of new/changed VS been carried out?

Yes in 8 states.

Q 13 Who passes the changed VS into the official procedure of verification?

- National VET body in 4 states,
- Ministry in 9 states.

Q 14 Who defines VS?

Ministry of Education in 12 states.

Q 15 Are the VS that have been passed, obligatory on the national level?

- for all schools in 8 states,
- for schools which are in the network of schools in 9 states.

Q 16 Who is in charge of curriculum design on the basis of VS?

- Institute of vocational education in 6 states,
- Ministry of Education in 9 states.

Q 17 Which content scopes form an integral part of the curriculum?

- General knowledge in IS states,
- General vocational and professional knowledge in 13 states,
- Basic professional and vocational knowledge in 14 states,
- Specialized professional knowledge in I3 states.

Q 18a To whom is the curriculum passed for professional discussion?

Responses vary.

Q 18b Who passes the curriculum into professional discussion?

- Ministry of Education in 8 states,
- National VET body in 5 states.

Q 19 Who defines the curriculum design?

- Ministry of Education in 13 states,
- National VET body in 4 states.

Q 20 Is the experimental implementation of the curriculum obligatory?

Yes in 7 states.

Q 21 Which are the preconditions for implementation of the VS?

- Teacher training in 13 states,
- Instructional media, didactic manuals in 1 1 states,
- School equipment in 13 states.

Q 22 Who is in charge of teacher and other education providers education and training?

Schools or Ministry of Education.

Q 23 Who is in charge of the conditions for the curriculum implementation?

Ministry of Education in 16 states.

Q 24 Are the forms of curriculum implementations regulated through legislation?

Yes in 11 states.

Q 25 In which way the achievement of VS is followed up? Is the evaluation procedure internal or external?

Responses vary.

Q 26 Who takes final decisions about the introduction of VS?

Ministries in 13 states.

Q 27 Which are the basic criteria for the VS implementation (a shift from experimental to the regular level of implementation)?

Responses vary - in some states not defined yet.

Q 28 Has a broader evaluation of VS been carried out?

Yes in 7 states.

Q 29 Who is in charge of the evaluation implementation?

- Institute of vocational education in 8 states,
- Schools and other education providers in 8 states.

Q 30 Which are the basic evaluation aims?

- Achievement of the vocational standards verified in 10 states,
- Achievement of educational aims in 13 states,
- Process of education implementation in 10 states,
- Material infrastructure in 7 states,
- Staff development in 7 states,
- Influence of external factors in 4 states,
- Comparability with the standards of other EU countries in 6 states.

Q 31 Are there any relevant analysis about the adequacy of VS for labour market?

Yes in 9 states.

Q 32 What are - according to your opinion - the main problems/deficiencies in preparing and verification of VS?

- No expert materials in 4 states,
- Lack of experts with the corresponding knowledge in 10 states,
- Lack of money in 8 states,
- No co-operation between the economic sector and education system in 9 states,
- No co-operation between individual institutions in 4 states.

Q 33 What kind of help would you expect from the side of the ETF?

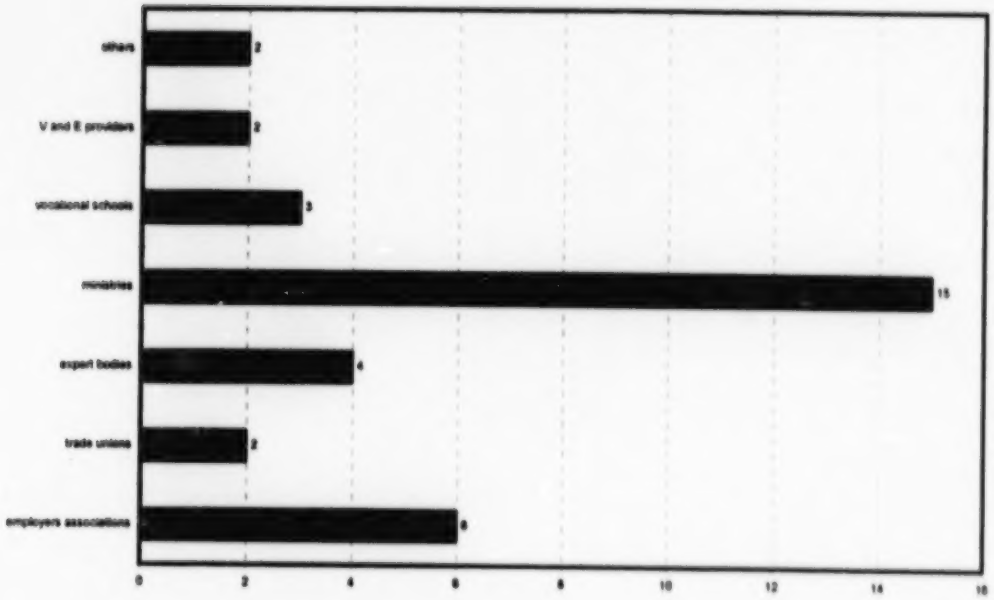
Different forms of support (professional, technical and financial), expert training, exchange of information...

List of Participants Fulfilling the Questionnaire

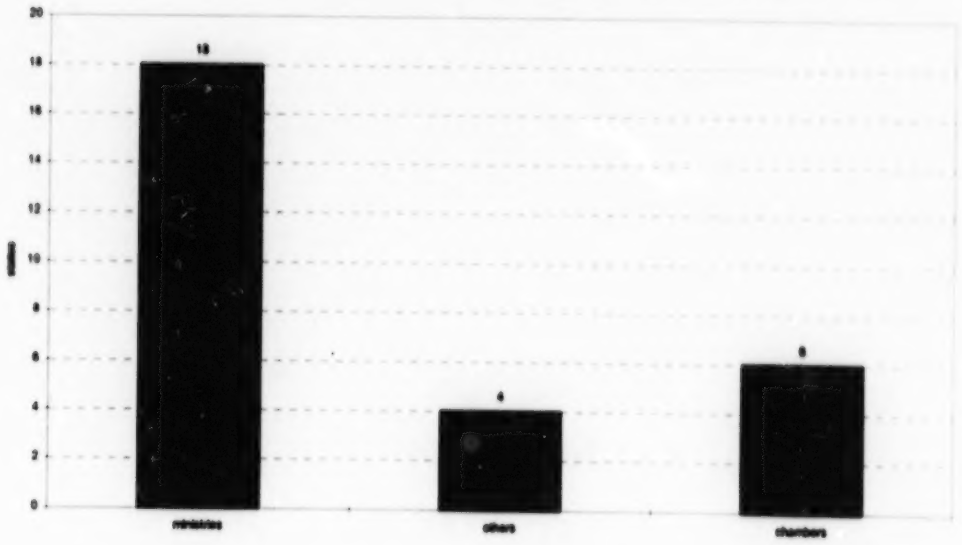
BULGARIA, CZECH REPUBLIK, LATVIA, LITHUANIA, ROMANIA, SLOVENIA, AUSTRIA, BELGIUM, DENMARK, GERMANY, LUXEMBOURG, NETHERLANDS, SWEDEN, MOLDAVIA, RUSSIAN FEDERATION, UKRAINE, MACEDONIA, POLAND , ESTONIA, HUNGARY

Belgium and Uzbekistan didn't fulfil the questionnaire

Q3 - To whom the initiatives for the preparation of the VS are addressed?



Q4 - Who takes decisions about the initiatives for the preparation of the VS?



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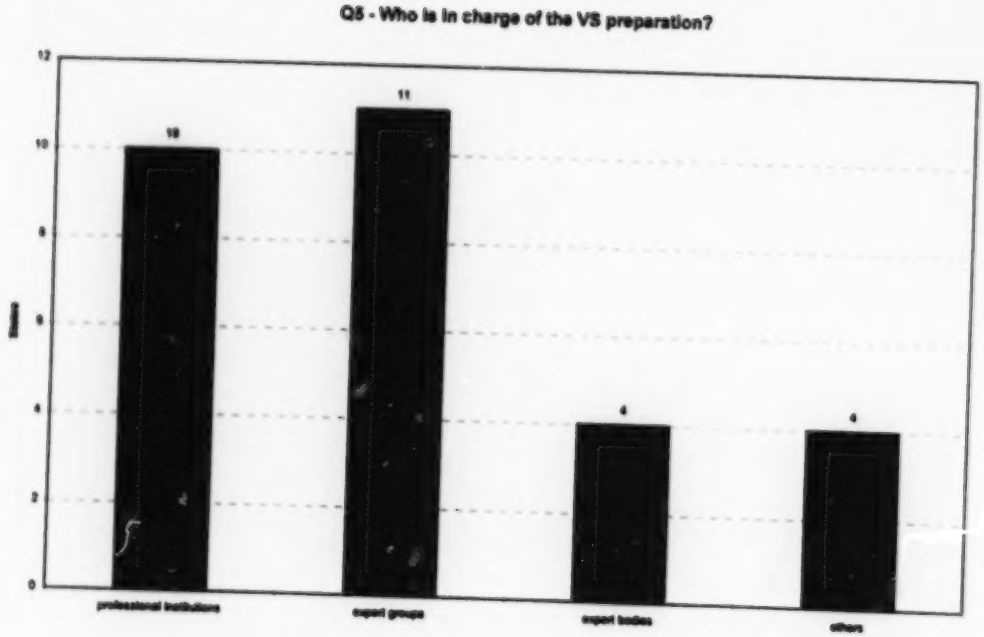

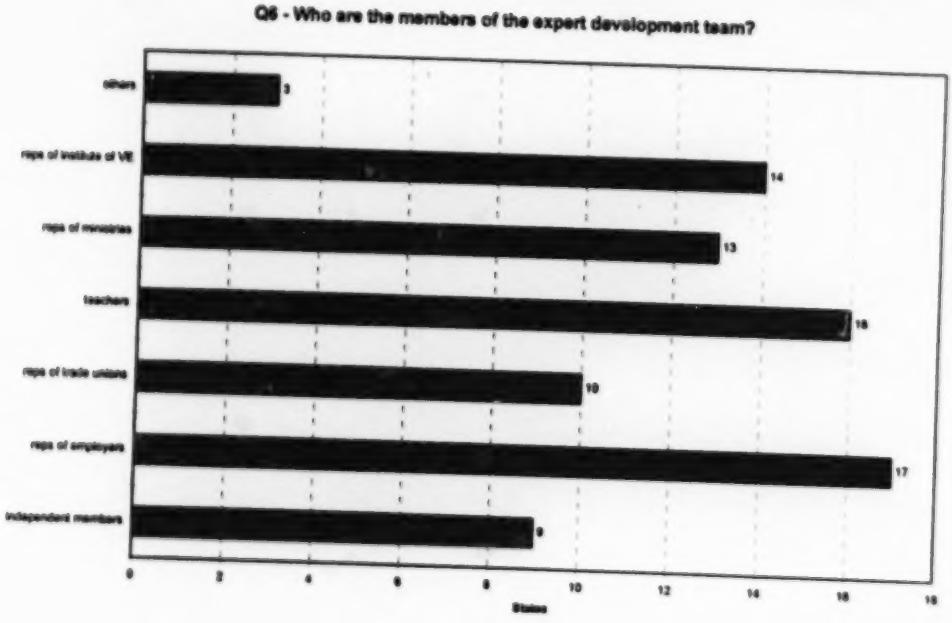

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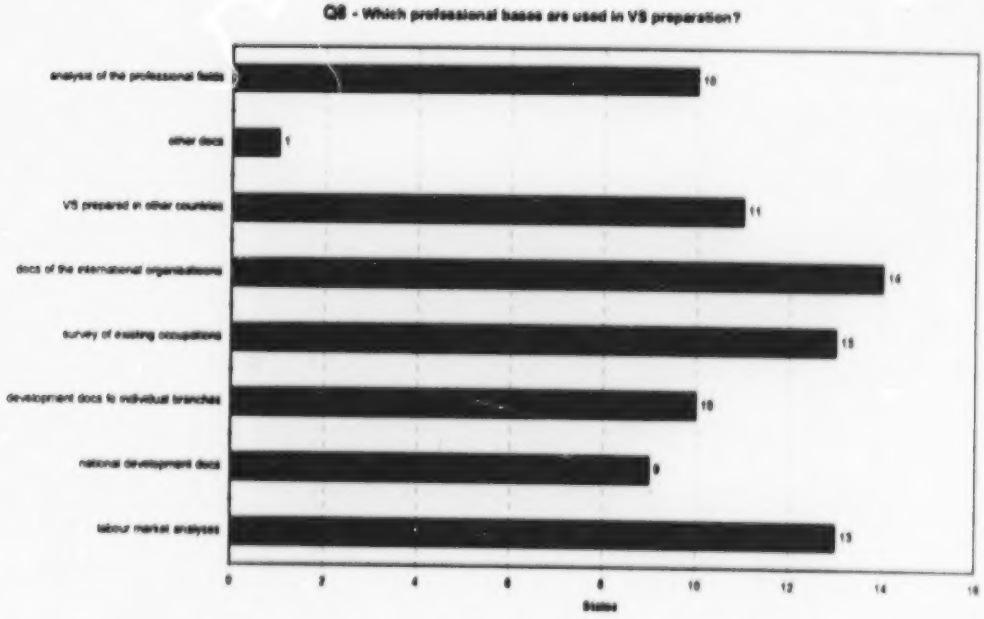

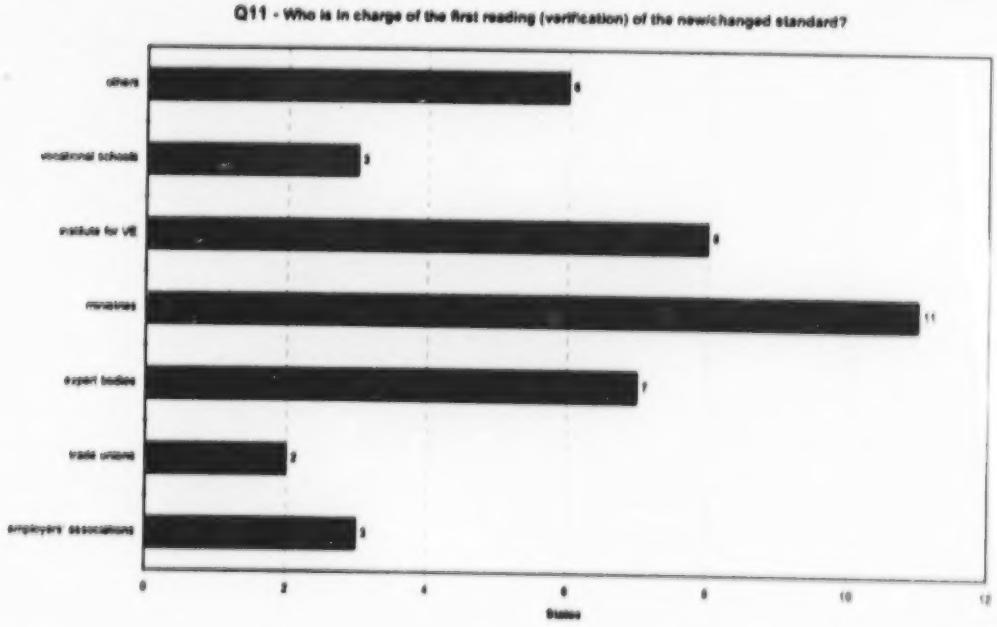

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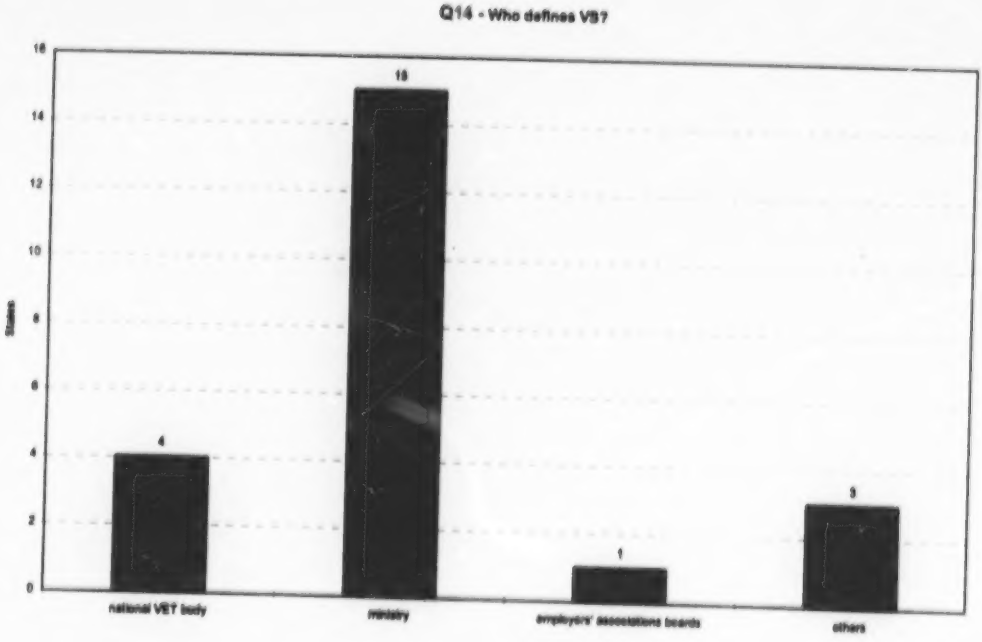

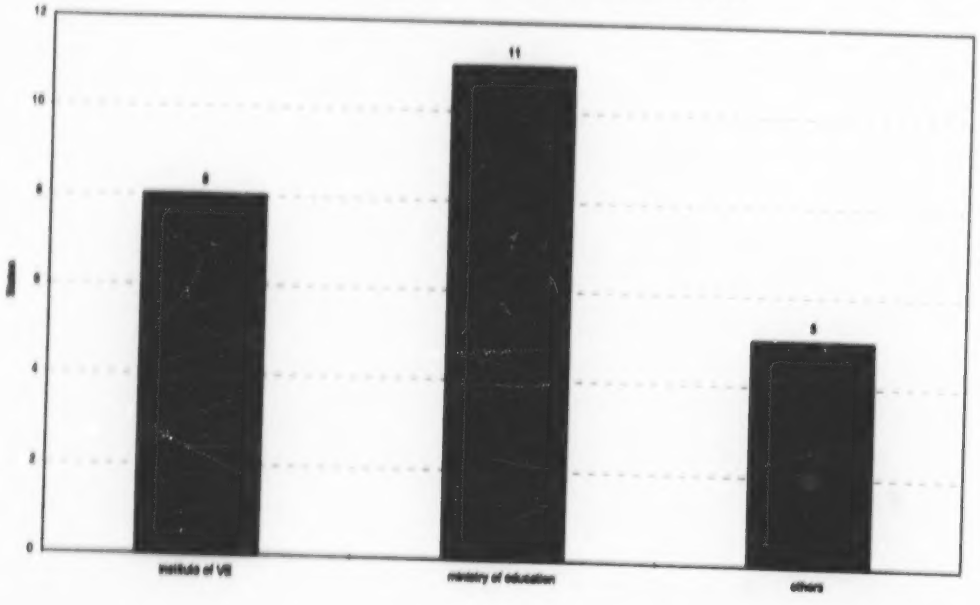

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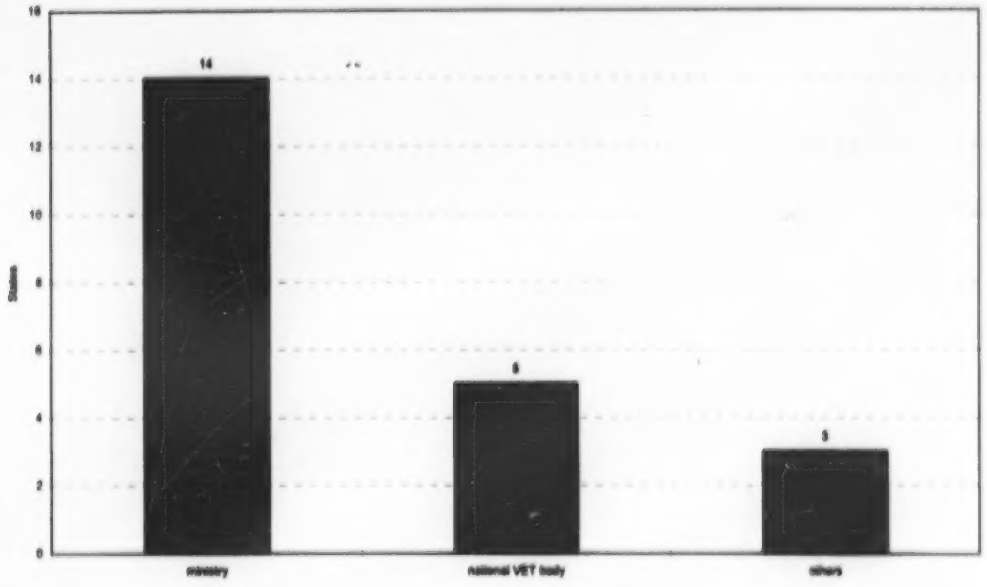
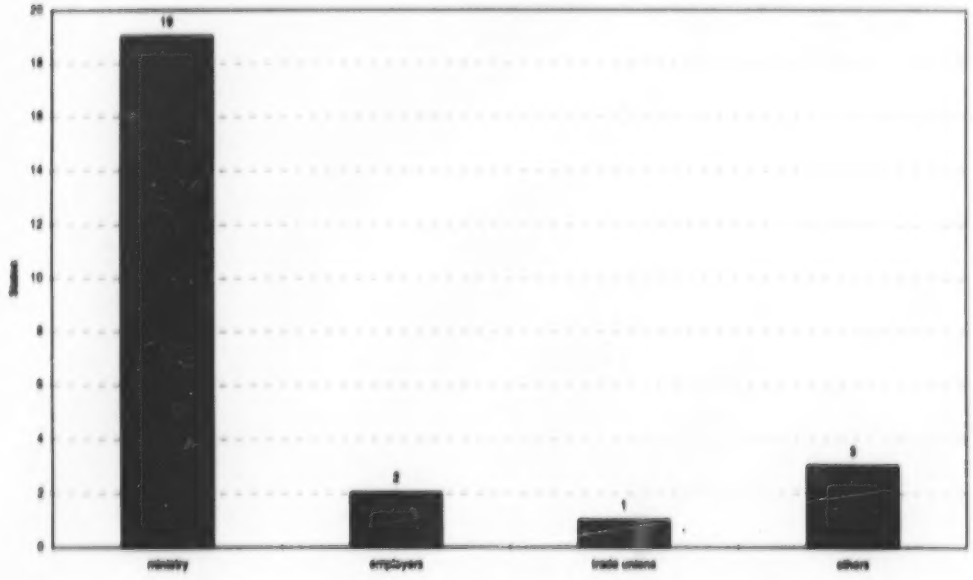
Q19 - Who defines the curriculum design?



Q23 - Who is in charge of the conditions for the curriculum implementation?



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Annex 2

At the meeting of the Subgroup C held on 24-25 March 1997 participated:

Name:	Country:
Mr. Soren B. SCHMIDT	Denmark
Mr. Faik SALIMOV	AZB
Mr. Dan FAGERLUND	Sweden
Mr. Willem J. DERCKSEN	Netherlands
Mrs. Natalia KALANDAROVA	Bulgaria
Ms. Aleksandra JOMA	Latvia
Mr. Vincentas DIENYS	Lithuania
Mr. Constantin ALECU	Romania
Mr. Vladimir TKALEC	Slovenia
Mrs. Ainur ELEBAEVA	Kyrgystan
Mr. Vasiljevich SCHEVIAKOV	Russian Federation
Mr. Anatolij Danylovics SIMAK	Ukraine
Mr. Konstantin PETKOVSKI	Former Republic of Macedonia
Mr. Bohumil JANYŠ	Czech Republic
Mr. Thomas SCHRÖDER	ETF
Mr. Tserenpil DORJSUREN	Mongolia

The following experts (in addition to the above stated Subgroup C members) participated in the common workshop held on 26 March 1997

Name:	Country:
Mr. Nilesen SØREN	Denmark
Mr. Tonis ARVISTO	Estonia
Mr. Dan Ioan VAIDEANU	Romania
Mr. František BARTÁK	Czech Republic
Mr. Andzej BREJNAK	Poland
Mrs. Penka GANOVA	Bulgaria
Mrs. Inta ANE	Latvia
Mrs. Arza JAGANJAC	Bosnia and Herzegovina
Mrs. Gabriela JAKUBOVA	Slovak Republic
Ms. Veronika ŠLANDER	Slovenia
Mrs. Hajrija SIJERĖIĖ	Bosnia and Herzegovina
Mr. Ginautas BRA IUNNAS	Lithuania
Mr. Bernhard BUCK	ETF

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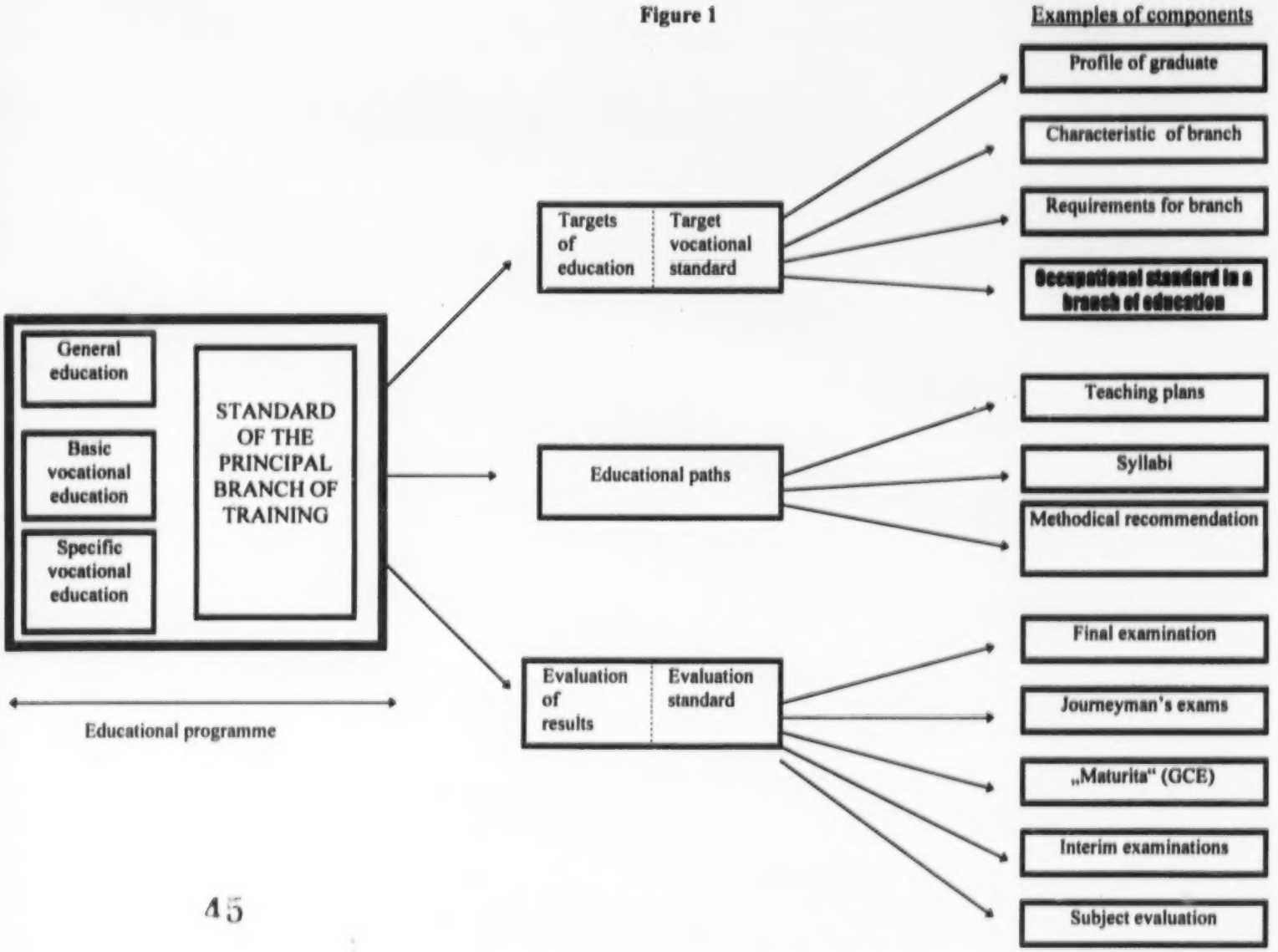
Figure 1


Examples of components
Profile of graduate
Characteristic of branch
Requirements for branch
Occupational standard in a branch of education
Targets of education
Target vocational standard
General education
Basic vocational education
Specific vocational education
STANDARD OF THE PRINCIPAL BRANCH OF TRAINING
Educational paths
Teaching plans
Syllabi
Methodical recommendation
Evaluation of results
Evaluation standard
Final examination
Journeyman's exams
„Maturita" (GCE)
Interim examinations
Subject evaluation
Educational programme

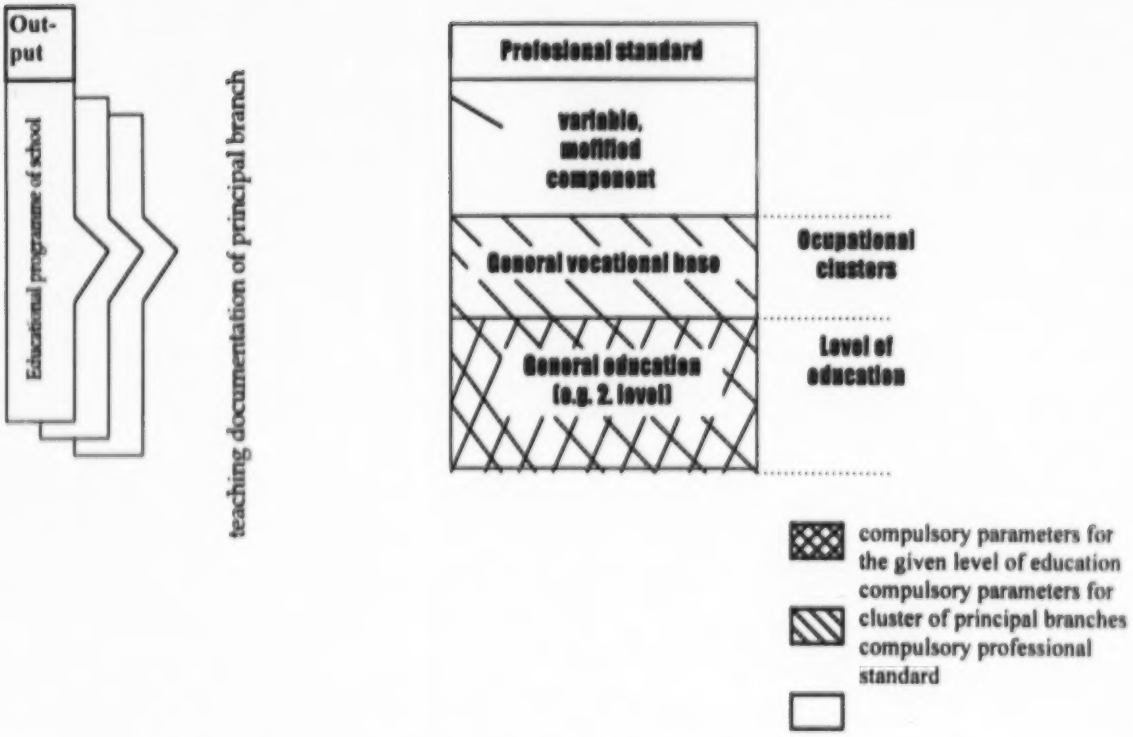

Out-
put
Educational programme of school
teaching documentation of principal branch
Professional standard
variable,
modified
component
General vocational base
Occupational
clusters
General education
(e.g. 2. level)
Level of
education
compulsory parameters for
the given level of education
compulsory parameters for
cluster of principal branches
compulsory professional
standard

Figure 2